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ABSTRACT

This document expands on the six themes of the Second International Congress on Technical and Vocational Education, providing a background for the expected discussions in a series of 40 viewpoints for delegates to discuss. The document is synthesized from a series of essays under the themes written by experts drawn from technical and vocational education institutions, governments, universities, and the world of work. The themes are as follows: (1) challenges to technical and vocational education--the changing demands of the 21st century; (2) improving systems providing education and training throughout life; (3) innovating the education and training process; (4) technical and vocational education for all; (5) changing roles of government and other stakeholders; and (6) enhancing international cooperation in technical and vocational education. (KC)

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Second International Congress on Technical and Vocational Education

Lifelong learning and training: a bridge to the future

Work, Education and the Future

Main Working Document

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INTRODUCTION

The Second International Congress on Technical and Vocational Education is being held to present UNESCO's Member States with a forum to redefine technical and vocational education (TVE)[1] policy to address the employment and other socio-economic challenges of the early years of the twenty-first century. The redefinition of TVE policy would take into consideration the technological developments and social phenomena likely to characterize this era, and would involve many sectors of the community as responsible partners in the development of TVE.

The Seoul Congress is expected to generate a set of recommendations on the most relevant and effective directions that TVE would need to take to help people in developed and developing countries to improve their employability and enhance their personal development. While these recommendations are intended to benefit the field of TVE as a whole, they will also form the basis for UNESCO's global strategy in TVE.

The UNESCO Secretariat has developed six themes to guide the discussions. These themes are based on the issues considered likely to have the most immediate relevance to TVE in the early years of the twenty-first century. They were arrived at after extensive consultations with the TVE authorities in UNESCO's Member States, and concerned international organizations, institutions and specialists. A further special theme will review the experience of the Republic of Korea in the field of TVE during the past several decades.

This document, which expands on the six themes of the Congress, is intended to provide the background to the discussions. The information it contains is a synthesis of a series of essays on the topics listed under the six themes, written by experts drawn from TVE institutions, government, universities and the world of work. While this document discusses the major issues likely to confront TVE in the early years of the next century and the innovations that may be needed to address them, it does not claim comprehensive coverage of all aspects of the field. Rather, it attempts to present a variety of views on specific issues in TVE in order to provoke thought and provide cues for debate during the Congress.

1 In the context of the Congress, the term 'Technical and Vocational Education' (TVE) also includes vocational training.

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Challenges to technical and vocational education: the changing demands of the twenty-first century

'When the winds of change blow, some build walls, others build windmills'
(Chinese proverb)

1. The era of rapid scientific and technological advancement that we live in has spawned a communications revolution that is pervading every region of the world and creating a global information society. Indeed, the new information and communication technologies are dramatically changing the way people in many parts of the world live, learn, work or think about work. Meanwhile, progress in other areas of science and technology indicate that food production and health care may be revolutionized in the next two to three decades. Yet, there is a growing consciousness that the present pattern of socio-economic development cannot be sustained indefinitely because of its harmful impact on the environment. A shift towards a developmental paradigm that holds sustainability as its central requirement is therefore widely considered a imperative for the new millennium.

2. The political changes following the end of the 'cold war' have led to liberalized trade and movement of people between countries. This trend of globalization has, in combination with technological developments, affected the world population in different and unequal ways. It has resulted in rapid economic benefits for some countries while causing acute social problems for others. In the developed countries, there have been massive changes in the work content of most occupations as well as an overall diminution of work and employment opportunities in the industrial sector. Many low- to medium-technology industries have been relocated in developing countries to benefit from cheaper labour. The workers made redundant as a result have found themselves unqualified to work in jobs created in the high technology and service industries. Thus while globalization has stimulated the high technology and service industries, it has placed a heavy social welfare burden on governments in developed countries.

3. In many developing countries, particularly in Africa, technological change and globalization have exacerbated existing unemployment problems that have been due, in some measure, to poor economic performance. Inefficient, labour-intensive industries that could not compete with transnational corporations have had to close down. These industries were unable to modernize as they could not afford the new technologies. Because of a lack of employment opportunities in the formal sector of the economy, individuals in many developing countries have resorted to the informal sector to subsist. Consequently, the informal sector is growing rapidly and currently represents, in some countries, more than 60 per cent of urban employment opportunities. Another trend that has had a negative impact on industries in some developing countries has been the exodus of skilled people to countries where they are able to earn higher wages.

4. The combination of globalization and technological developments has enabled highly skilled technical personnel living in developing countries to provide services for industries in developed countries. Computer software developers and telephone service providers in developing countries are significantly less expensive than their counterparts in developed countries and are being employed in increasing numbers by transnational corporations that obtain their services while they live in their home countries.

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5. Globalization has affected some countries in a process of transition towards a market economy by confronting them with the inefficiency of their industries and placing demands for new skills and trades. The obsolete knowledge, skills and work attitudes of their labour forces have led to growing unemployment in these countries. Their governments have difficulty in paying the wages of employees in state-owned industries while initial investments by transnational corporations appear to thrive, generating some employment for young urban people. As a result, relative affluence and a degree of social transformation are evident among groups of urban youth while many older urban people and rural people in general suffer acute economic hardship and social exclusion.

6. The sudden economic contraction in the south-east Asian countries may also be a by-product of globalization. Despite achieving rapid industrial and social development during the past three to four decades, these countries had failed to put in place sound fundamental economic policies. While globalization helped their new manufacturing industries to compete in the world market, it also exposed the weaknesses in their economic fundamentals and resulted in a financial crisis that drastically reduced the value of their currencies. However, this crisis is considered transient and is perceived by some as a correction that was inevitable as these economies had expanded so rapidly. During the transformation from agrarian economies to active industrial competitors in the world market, these countries invested heavily in basic education. Resources were also channelled to TVE with the aim of building a workforce capable of supporting a growing industrial sector. The result was a ready pool of skilled personnel that entrepreneurs found cheaper than the industrial workforces in the developed countries. The trained personnel in these countries who are the product of sharply focused education policies are expected to help overcome the present financial difficulties through high productivity in manufacturing quality goods for export.

7. While globalization has increased economic growth in some countries, it has also demanded heightened competitiveness. Production systems based on new technologies that enable greater productivity and flexibility as well as workers with updated skills and more independent initiative are required if industries are to survive in this climate. Thus, with the demand for greater productivity, new technologies are radiating into almost every industrial sector, including the traditional labour-intensive industries. Rapid technological change makes skills obsolete very quickly and demands higher levels of initiative and more frequent retraining. This changing technological scenario may also require workers to change jobs several times during their working lives.

8. The basic challenge of the globalized economy is therefore the requirement to adjust and compete in a rapidly changing environment. Central to the effort to compete in the twenty-first century is the preparation of a productive, flexible workforce. Every country will be obliged to enable its citizens to acquire the skills necessary to survive and to improve their quality of life because the demands of the workplace are likely to leave people without skills unemployed and unemployable. Yet there are large numbers of school leavers worldwide who are unlikely to obtain formal employment and who are even more in need of these survival skills. Inadequate opportunities for formal employment are now becoming a reality in most countries, developed as well as developing. The realization is growing that individuals will have to be prepared for a range of employment options, including self-employment. Many may have to hold down two or more jobs simultaneously in order to maintain a reasonable quality of life.

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9. TVE is the component of education most directly concerned with the acquisition of the knowledge and skills required by workers in most manufacturing and service industries. Although TVE may not create jobs, it can provide people with the skills required to give them better opportunities for self-employment, wage employment, re-employment and even informal sector initiatives. TVE needs to strengthen basic cognitive learning to give students and trainees more flexibility to meet the changing requirements of the workplace. It must also help them develop the competence to move on to higher learning. Newly emerging high technology jobs often require job seekers to have immediate 'plug-and-play' skills, cross-disciplinary knowledge, better communication and interpersonal skills, and the ability to work in teams. Other attributes such as motivation, creativity, self-adjustment, commitment, attention to detail and a sense of responsibility are critical to success and must take equal priority to functional skills in TVE. Initial training must also equip people with fundamental knowledge that will enable them to retrain themselves in mid-career for a change of trade or profession.

10. In the last several decades changing socio-economic trends have resulted in an evolution from 'supply driven' TVE to 'demand driven' TVE. The new global economic environment demands a further re-orientation in TVE to render it more responsive to the needs of students, workers and employers. Besides providing training for the world of work, TVE must prepare a new generation for work in a lifelong learning process. Their training must integrate environmental considerations, including the judicious use of natural resources and the need for sustainable development. A fundamental question that confronts the stakeholders of TVE at this juncture is

Whether the need for a sustainable development paradigm predicates that TVE should now be 'developmental need driven'

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Improving systems providing education and training throughout life

11. In an era characterized by the challenge of rapid technological change, globalization, economic uncertainty and diminishing resources, it is imperative that all stakeholders work together to develop legislation and policies, establish the institutional structures and redesign curricula to ensure that TVE caters adequately to the varied needs of all members of society to enter or re-enter the world of work. Co-ordinated education and training systems involving schools, the informal sector and enterprises need to be established to ensure flexible access to TVE. The World Conference on Higher Education held by UNESCO in October 1998 underlined in its World Declaration on Higher Education for the Twenty-first Century the need for effective articulation between TVE, higher education and the world of work.

12. Some countries have begun restructuring their TVE systems to produce what they expect to be the TVE graduate of the twenty-first century. Generally speaking, three distinct TVE models are currently being utilized. They are:

(i) general education (of 9 to 12 years of schooling) followed by workplace-based skills training and retraining;

(ii) general education followed by institution-based TVE or the 'dual system', and

(iii) vocationalized general education, a system that provides an introduction to a wide variety of vocational skills that are not intended to prepare individuals for direct entry into the labour market

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but rather to expose them to a range of life skills and applied experiences.However, many countries continue to debate

Whether general education should focus primarily on the acquisition of fundamental generic skills or whether it should also incorporate work-oriented specialized skills.

13. The inculcation of entrepreneurial skills is considered essential for the preparation of all workers, regardless of whether they intend to be self-employed or wage-employed. Entrepreneurship training is considered a valuable tool for inspiring motivation,creativity and innovation.In addition,entrepreneurial skills are expected to equip TVE graduates with the ability to generate employment opportunities through the creation of new businesses.

14. Since most TVE graduates will expect to receive further training either at their place of work or at a public or private institution,programme administration and curricula must allow flexible entry and exit opportunities throughout life. TVE graduates wishing to acquire new skills through retraining need life-long learning opportunities. Some proposals to facilitate this approach include designing courses in modular format, introducing competency-based assessment, using self-paced learning to meet individual requirements, and giving recognition to the experience, knowledge and skills already possessed by trainees. Indeed, the Declaration of UNESCO's Fifth International Conference on Adult Education concludes with the pledge to forge extended alliances to mobilize and share resources in order to make adult learning a joy, a tool, a right and a shared responsibility.

15. In a rapidly evolving work environment,educational and vocational guidance and counselling are critical and must constitute an integral part of any TVE programme as they contribute to enhancing the relevance and effectiveness of training.Counselling is necessary to understand and appreciate the talents of students and trainees, and to help them explore career alternatives.Counselling is also an important factor that must be considered in developing educational and vocational training plans, especially in connection with helping students relate effectively to others,and to integrate successfully in society and the labour market.The integration of vocational subjects in general education needs to be accompanied by guidance that encourages a positive attitude towards work. Guidance and counselling must define career development as a systematic process during which individuals develop their vocational awareness, employability and maturity. It must monitor the requirements of the labour market and help both the gifted and the disadvantaged to develop career plans that suit them best. However, most teachers and training personnel are not sufficiently competent to provide vocational guidance and counselling. In institutions where the service is available, it is confined to the school and does not cater to the needs of parents, and of unemployed youths and adults.

16. Developing countries face special challenges in improving their TVE systems. The cost of introducing new equipment and tools, and retraining the teaching staff is often prohibitive. Prospective employers in these countries will therefore need to assume increasingly critical roles in planning and executing TVE programmes, furnishing training facilities for students and teachers, and providing clear projections regarding the evolving needs of the workplace. It is thus clear that in this rapidly changing social and economic climate, the sustainable development of both businesses and the community will depend on all stakeholders enhancing their social responsibility and commitment through a close engagement in planning and implementing TVE systems.

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Innovating the education and training process

17. As the workplace calls for graduates with more sophisticated skills,a sound basic education is considered a prerequisite foundation for TVE.This would involve the acquisition of more complex competences in school such as the ability to understand and communicate through technical illustrations, manuals, modular materials and computers. Basic technology needs to be understood as a new cultural element that is necessary for catering to human needs, including those that concern environmental issues.

18. The range of skills required of a TVE graduate of the twenty-first century suggests that their preparation is becoming a more complex process.This implies that TVE teachers and instructors need continuous competency upgrading throughout their careers. In many countries, teaching staff are deficient either in their theoretical or practical skills. In such cases in-service training would help upgrade their knowledge and skills, and keep them abreast of rapidly developing technologies.A multi-dimensional approach utilizing modular and on-the-job training supplemented by retraining during vacations is considered effective. Continuous interaction with the community would also help teachers update their technological and entrepreneurial skills as well as their ability to provide guidance and counselling. The multiple skills required of teachers provoke the following questions:

Should the entry requirements for a career in teaching TVE be viewed more liberally?
Should work experience be recognized as a substitute for educational qualifications?
What incentives would attract experienced professionals from the world of work to TVE teaching and training?

19. TVE can play an instrumental role in developing a new generation of individuals who react with the environment in a responsible manner. Environmental issues such as the depletion of natural resources, heavy metal contamination, deforestation, soil erosion, and air and water pollution have a central place in TVE curricula and may be used to develop the required awareness, skills and behaviour patterns.The teaching of practical skills must emphasize the use of environmentally sound techniques. Indeed, addressing environmental issues such as conservation and natural resource management at grass-roots level is an area that holds significant employment potential for skilled TVE graduates.

20. The new information and communication technologies are revolutionizing education by making distance irrelevant and rendering curriculum-based knowledge and vocational guidance information more easily accessible to all.Technology-based learning (TBL) will play a crucial role in the development of a culture of life-long learning and has the capacity to empower learners by providing them with multiple pathways to meet their educational and training needs.There is a growing interest in TBL throughout the world because it has the potential both to enhance teaching and learning, and to be cost effective by offering greater flexibility in time and location of delivery. For example, the Internet represents a medium that is being increasingly used to provide educational services across geographical boundaries.The best standards and practices can be made accessible through the Internet to students and teachers, particularly in the developing countries. TBL may also facilitate improved institutional policy regarding access and equity. Furthermore, the information technologies enable TVE to function as a catalyst for the penetration of new technologies in underdeveloped regions of the world. In this context, a question that needs to be addressed is

How can practical skills, an integral part of TVE, be taught in distance education programmes?

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21. While technology-enhanced education offers great promise, its widespread use is hampered by the high initial cost of hardware and software, the lack of appropriate strategies for integrating technology across curricula and deficiencies in teachers' knowledge. Bilateral and multilateral development co-operation agencies are therefore required to play a crucial role in contributing towards narrowing the widening information technology gap between the developed and developing nations.

22. Innovating the education and training process in response to the new challenges and changing demands of the twenty-first century must include entrepreneurship, a skill that is equally important in wage-employment and self-employment. Entrepreneurship is considered one of the core competences that must be taught throughout general education and TVE. It is a vital tool for making individuals creative and innovative in all areas of work. Small businesses established by entrepreneurs are expected to generate the greatest number of jobs in the modern economy and an increasingly vital role in economic development is foreseen for them. In the Central and Eastern European countries, self-employment was extremely rare in the past, but is now an accepted feature of those economies and is likely to play an increasingly significant role in the future. The education of entrepreneurs is therefore important, particularly in view of some projections that indicate that 50 per cent of the graduates of current education and training programmes will be unlikely to secure wage-employment. In developing countries and in countries in transition towards a market economy, self-employment offers the highest potential for economic independence for most young people. TVE providers and their social partners need to work together to formulate policies for including entrepreneurship education as an integral part of all education programmes aiming at achieving high self-employability for their graduates.

23. Innovating the education and training process must involve reconsidering the current methods for assessing learners' achievements and accrediting work experience. Changes in skill requirements at the workplace call for a re-examination of traditional methods of assessing outcomes. Skills testing, certification and accreditation systems are necessary to indicate the skill standards and competences achieved. Such accreditation indicates the productivity of skilled workers and facilitates their professional mobility. Skill standards can also act as bench marks for curriculum development, performance assessment and occupational classification. In some countries national bodies have been established to determine both standards and accreditation. The recognition of work experience as a substitute for educational qualifications is an innovation that is gaining acceptance. It is thus clear that TVE providers must collaborate with their social partners to develop standardized assessment strategies that facilitate the portability of competences.

24. Production trends witnessed in the late eighties and through the nineties clearly indicate that employer involvement in the training of their future workforces is an imperative. Governments, particularly in the developing countries, are neither able to respond sufficiently quickly to the rapidly changing skill requirements nor to bear the entire cost of training personnel in these state-of-the-art skills. It is thus in the interests of employers to develop multifaceted articulation with local TVE establishments, including financial commitments to institutions and trainees. The benefits for employers from such an articulation are numerous; the graduates of the training programmes would possess the skills most relevant to the current production processes, they would be immediately operational, and they would be familiar with the prevailing culture in the workplace.

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TVE for all

25. Besides preparing people for the world of work in the early years of the twenty-first century, TVE will be expected to function as an instrument of social cohesion. It must address the growing marginalization of young people and adults in the industrialized as well as the developing world. Of particular concern is the under-representation of women in TVE. Religious traditions, social structures cultural practices and value systems may assign an inferior status for women in many sectors of society and restrict their opportunities for effective participation in socio-economic activities. However, the traditional perceptions of appropriate roles for women in the workforce are being challenged and TVE will need to respond with gender-inclusive learning programmes, both in delivery and content, and with faculty competent and sensitive in this area. For the promotion of equal access of girls and women to TVE courses, more effective forms of educational and vocational guidance must be provided, along with gender-sensitive guidance and counselling materials that are carefully and attractively designed to include a variety of information on new areas and on those traditionally dominated by men. Similar measures are needed to attract men into previously female-dominated training and careers. Some countries have attempted to overcome the gender imbalance in the numbers of TVE graduates by creating special vocational schools for girls. Yet, for many countries the question is

What are the most effective methods for achieving the ultimate goal of gender-equity and equal access for all without creating new segregation?

26. People with disabilities frequently have difficulty accessing TVE. Often the obstacles to their inclusion reside in the economic situation of countries. Conditions of recession and high unemployment make access particularly difficult. Barriers also exist in the education system. These are the lack of good basic education and the frequent failure of the traditional special training centres to respond to the requirements of the world of work. Another difficulty is the underestimation of educators and vocational guidance personnel of the ability and potential of people with disabilities to take up competitive paid employment. However, sensitivity to the particular needs of these people is increasing in most societies. It is now being recognized that people with disabilities have even more need for structured training and targeted preparation for employment. TVE should develop teaching/learning strategies and programmes that enable all learners, including those with disabilities, to participate and benefit. Programmes need to allow potential learners to broaden their aspirations and achievements within their social and economic context. Such facilities may require close working relations between the individual, the family and community agencies.

27. To meet the challenges of the twenty-first century, TVE must provide adequate skills training opportunities for marginalized groups, including out-of-school youth, retirees, migrants and their children, and demobilized soldiers in post-conflict situations. In many developing countries, the majority of the population is engaged i informal labour markets with poor working and living conditions. This creates the need for increased TVE opportunities and flexible systems accessible to these groups, to out-of-school youth and unemployed people. The debate then is

Whether regular TVE programmes are comprehensive and adequately inclusive to accommodate the needs of all learners, including previously marginalized groups.

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Changing roles of government and other stakeholders

28. In a modern market economy, TVE policy design, legislation and delivery must be achieved by a multifaceted system that is the joint responsibility of government, employers and the community. At present,the public sector is still the major provider of formal TVE in most countries although a growing trend towards decentralization and co-operation with the private sector is evident. Governments are responsible for giving TVE a priority proportional to its strategic importance, and for developing and providing the necessary legislative framework.

29. The roles and responsibilities of governments in the preparation of technical manpower and the implementation of national agenda for the development of TVE vary from country to country. In some countries undergoing rapid industrial and technological development,training technical personnel is the responsibility of special Industrial Vocational Training Boards (IVTB).The government and private sector industries are equally involved in IVTBs where short-term training needs are combined with long-term continuous retraining and upgrading of the workforce. Other countries have gone a step further by merging their vocational and education systems under one qualifications authority.

30. The diversification of providers of TVE requires a major change in the perception of its role. To create coherent partnerships where conflicts in practice are minimal, it is crucial that governments establish co-ordinated national agendas for the development of TVE.A coherent legislative framework is required so that policy and strategic directions can be set and enacted. The potential of private partners to strengthen TVE needs to be utilized.TVE should be viewed as an investment and public institutions given more autonomy so that competition is increased and the response to developmental needs more rapid. With the diversification of providers, co-ordinating mechanisms need to be established to ensure effective organization. Most importantly, the diversification of TVE providers necessitates also the diversification of funding sources.

31. The successful achievement of an overall agenda for the development of TVE depends greatly on the financing of TVE, including cost-sharing and resource generation by TVE institutions. It is generally agreed that TVE is among the most expensive education programmes and funding practices vary considerably among countries. Funding for TVE is obtained from national budgets, employers' contributions, learners' contributions, voluntary contributions, fund-raising through income-generating activities and other sources.

32. Governments continue to be pressured to reassess funding models for TVE.However, as non-governmental enterprises mature, a proportion of the responsibility for providing TVE must shift to the employers.The current practice of some employers providing in-house or on-the-job training has the advantage of exposing trainees to the real-life work environment. Yet the training is often focused on the host establishment's immediate need and interest in skill development, and lacks the vision needed for the long-term sustainable development and retrainability of the trainees.

33. For their part, governments would be expected to provide a climate conducive to a mutually beneficial coexistence between TVE providers and other stakeholders. In this regard, a critical question is

What incentives should governments offer employers in public and private sectors to encourage commitment on their part to improving and strengthening TVE?

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Enhancing international co-operation in TVE

34. The ability of TVE to meet the challenges of globalization and technological development will depend greatly on clear vision,strong leadership and focused programmes of action.It is also abundantly evident that firm partnerships between all the stakeholders of TVE,co-ordinated effectively by governments,will be the key to the success of such an effort.

35. International and bilateral development co-operation agencies have been playing a major role in financing TVE as well as in providing policy direction for developing countries. Development banks and bilateral agencies have made substantial investments in TVE in these countries. However, the models promoted by donor agencies have not always been appropriate for the local context. Recipients have often inherited projects with little or no technology transfer and high recurrent costs, necessitating continued dependence on the goodwill of the donor. When donor support has ended, projects have tended to wind down shortly after or to limp on with diminished effectiveness and efficiency. Furthermore, uncoordinated donor policies have at times resulted in competition and duplication of effort in the recipient countries.

36. In view of the limited success of past development co-operation efforts in the field of TVE,a new global strategy in TVE is undoubtedly needed to address the socio-economic challenges of the next century. Within such a global strategy, UNESCO is well placed to play an active role because of the Organization's comparative advantage in the field of education, its links with the Ministries of Education in its Member States and its affiliations with education non-governmental organizations and teacher associations.

37. UNESCO, the United Nations Specialized Agency with the longest history of development co-operation in education, has promoted TVE internationally during the past several decades. In 1987, UNESCO held in Berlin the first International Congress on the Development and Improvement of Technical and Vocational Education which led to the adoption of a Convention on Technical and Vocational Education in 1989. This Convention set out the concepts and guidelines for Member States to improve and further develop their TVE systems.

38. On the basis of the discussions at the 29th Session of UNESCO's General Conference, the Organization will launch a new TVE programme from the year 2000 to meet the broader scope of the challenges of the era. This Congress is therefore being held by UNESCO and the Government of the Republic of Korea in order to present all TVE's stakeholders with a forum to devise a strategy for such a programme.

39. The Seoul Congress represents an opportunity to achieve a degree of consensus among the stakeholders about their roles in the development of TVE during the next two decades or so. The roles of government, TVE institutions, employers, the community, the private sector, inter-governmental organizations, non-governmental organizationss, funding agencies and bilateral development co-operation agencies may be clearly defined. A strategy for their concerted and co-ordinated action may be devised so that synergistic results can be obtained from the resources and effort invested. The Congress is expected to explore and define the complementary roles of various stakeholders and to identify strategies to increase their participation in TVE, taking into account differences among the stakeholders, sectors and levels of development of the private sector in various countries. The main outcome of the Congress will be a set of recommendations which takes into consideration the proposed roles for the various stakeholders in the development of TVE to address the challenges of the twenty-first century.

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40. The set of recommendations will also form the basis for UNESCO's new TVE programme, to be launched in the year 2000. This new programme will be implemented in close collaboration with the International Labour Office (ILO) and other partners as well as the governments of UNESCO's 186 Member States. The programme will be designed to serve the needs of the Organization's Member States in the next decade, with a view to helping them construct bridges to a more prosperous future through lifelong learning and training.

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